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The Philadelphia College of Art is accredited by the Middle States Association of Colleges and Secondary Schools, the Commonwealth of Pennsylvania, and the National Association of Schools of Art.

The College's admissions policies and practices guarantee fair educational opportunity in concert with existing Federal and Commonwealth laws against discrimination for reasons of race, color, sex, religion or national origin.

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Educational Program

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The College has established an organized and carefully structured educational program integrating the professional and liberal arts. Individual creativity is fostered by a continuing and close association between students and the practicing professional artists of the faculty. Emphasis is placed primarily on the experiences of studio and shop, but these are augmented by a program of studies in the sciences and humanities. This provides the student with a broad foundation from which he can proceed to a detailed program of intensive training in his area of specialization.

The first year student, regardless of intended major, is enrolled in the *Foundation Program*, which provides instruction in drawing and the basic concepts of two and three dimensional design supplemented by studio electives in a variety of disciplines.

As a sophomore, he chooses one of eleven *professional majors* and divides his time between this specialization and a sequence of related design and art courses. Such elective courses, called *Related Arts*, continue the basic studies introduced in the Foundation Program and complement the more technical training of the professional majors. Throughout his four years of study, the student pursues a program of *Liberal Arts*. This program in the humanities, language, art history, science and history, forms the academic core of the curriculum.

The *Bachelor of Fine Arts* degree is earned by students concentrating in all the professional majors except Industrial Design and Environmental Design. Students in these fields receive the *Bachelor of Science* degree.

While PCA undertakes to provide professional education of the most exacting kind through its several undergraduate curricula in art and design, it also offers graduate education in two significant areas. Since the College has long been active in the preparation of artist-teachers for elementary and secondary schools, it acknowledges a fundamental responsibility to the educational community itself — to extend opportunities for such preparation to their most advanced level. To that end, the *Master of Arts in Art Education* curriculum encourages concentration by the candidate on his own artistic development and in his use and understanding of innovative teaching aids and concepts.

A no less compelling obligation is recognized in relation to the urban community of which the College is an integral part. The *Master of Design in Community Design* program responds to this need by enabling students from various art and design backgrounds as well as those from the behavioral and social sciences to develop the technical and interpersonal skills which are needed to effect social change. The resources of the College's several design, photography, film and liberal arts faculties are supplemented by extensive contact with community leaders, city planners and other urban specialists. The program by its nature is experimental and pioneering — a venture justified by the urgency of the need to move toward a resolution of the critical urban problems of our time.

Beyond the regular undergraduate and graduate curricula, the College offers several adjunct programs. The Evening Division provides independent part-time professional study on several different levels, including the graduate, and within the Teacher Certification Program which enables candidates from non-art education backgrounds to gain provisional certification. A pre-college summer program is open to high school juniors or seniors who contemplate a career in art or design, while summer workshops, seminars and liberal arts offerings are available to qualified art and design majors from PCA and elsewhere. As well, the Art Education Department of the College offers a Saturday Classes Program for students, aged eight to 18.

Foundation Program

A fundamental tenet of the Foundation Program is that the direct experience of color, light, image and form should precede the characterization of it. The inherent differences among the disciplines are discovered as the conceptual possibilities of one encounter with form lead to another. Traditional subject and technique courses are bypassed in favor of an intense, integrated studio program of two and three dimensional design and drawing. In the Foundation Program, no hierarchy is established among the disciplines: the potentialities of all are explored. Each subject is taught by a practicing artist or designer who shapes the specific content of the course to suit his students' needs. The aim of the Program is to involve the student in the discovery of ideas as well as techniques, to teach him not only to be creative, but also teach him about creativity.

This structure ensures equal distribution of time among the fundamental visual disciplines and encourages the exploration of their unique character and interdependence. Special talents and special problems are detected more readily, and students are able to engage in more sustained projects with greater skill and sensitivity. A primary concern of the Foundation Program is to provide a sound base from which students may choose the professional major most suited to their abilities.

The Foundation Program studio requirement consists of a core program of 6 hours each of two and three dimensional design and drawing and 3 hours in the elective program. The required core material is intended to provide a common background of experience for all students based on the requirements of the major instructional areas. Generally, the Foundation Program electives are more specific in their content than the core program and are intended to give the student an opportunity to pursue his particular interests.

The program is supplemented by a lecture series offered concurrently with the studio program. The lectures will consist of presentations from all of the major instructional areas concerning important aspects of their disciplines as well as lectures by visiting artists and significant individuals in related fields.

In the fall semester, all students are scheduled to take three 6-hour courses in the core curriculum (2-D, 3-D and Drawing), supplemented by one studio elective. In the spring semester, either the 2-D or 3-D course may be dropped and new electives added. During both semesters, 6 credits from each of the liberal arts subject categories of Art History and Language and Literature are recommended to bring the freshman year total to a maximum of 36 credits.

FP 100
Drawing
6 hours, once a week
1st and 2nd semesters, 6 credits
An introduction to the ideas of perception and an exploration of the ways to express thoughts and experiences visually. Emphasis is on drawing as a discipline for its own sake as well as a means for developing the student's artistic vocabulary and potential.

FP 120
2-D Design
6 hours, once a week
1st and 2nd semesters, 6 credits
Using various media, this course investigates the principles of organization in relation to the two-dimensional surface, including extensive study of color and specific systems of design.

FP 190
3-D Design
6 hours, once a week
1st and 2nd semesters, 6 credits
A survey of the fundamental problems of form. By studying the principles of structure, the student develops his response to the nature of materials and their relationship to form.

A list of the studio electives open to freshmen is issued prior to registration each semester. Foundation level electives in the 1971-72 year included courses in Color, Descriptive Drawing, Wood Shop, Experimental Materials — and Introductory courses in Sculpture, Printmaking, Environmental Design, Illustration, and Painting as examples.

Foundation Program Requirements

Core Studio Credits	15-18
Studio Elective Credits	3-9
Liberal Arts Credits	12
Maximum Freshman Year Credits	36

The Professional Major

At the beginning of his sophomore year, each student elects a major in one of eleven departments.

The professional major curricula encourage students to achieve the resourcefulness and initiative necessary for leadership in the visual arts. Each major is taught by experienced professionals who define a broad framework for each area, establish high standards of performance, and guide the student through increasingly complex problems designed to instill professional competence.

The highly individualized instruction is supplemented by a program of participation by nationally-known artists, designers, educators and distinguished leaders from industry.

1 Art Education

The teaching of art offers opportunities for students to work in a profession that provides possibilities for their own continued growth while they, in turn, provide for the aesthetic and creative experiences of children and young adults in the public schools. With these two objectives in mind, the Art Education Department prepares students to teach art at the elementary and secondary school levels. A command of the theories and concepts supporting art education, combined with disciplined studio experiences, is required for the development of excellence in teaching. To this end, the undergraduate curriculum provides elective options for commitment to one or several studio areas and a sequence of courses in the philosophy and psychology of teaching art at different instructional levels. Graduating students receive the BFA degree in Art Education and Certificate 1, and are thereby qualified to teach in the school systems of Delaware Valley states.

2 Craft

Developing craftsmen of individuality and imagination with the resourcefulness to achieve the highest professional quality is the primary aim of the Craft Department. The program is geared to equip the student for professional competition at the conclusion of the BFA curriculum. Major study is offered in ceramics and glass, jewelry and metalsmithing, woodworking and furniture design.

The craftsman must have a comprehensive understanding of the innate properties, both formal and expressive, of his material. He must develop a full command of the manipulative skills and modern techniques available for work in his particular field. Possessed of these abilities, he may choose to operate a private studio-shop, work as a consultant with industry or with architects, or accept commissions from public groups or private individuals. Equally, the craftsman may choose to work as an independent artist, a teacher, or in a capacity combining several skills which suit his particular needs and goals.

3 Environmental Design

We are concerned with the development of the student as a rational designer in a world of increasing complexity, with the development of an individual design method for the student, and with the familiarization of students with both current and proposed technology for the implementation of design concepts. This department deals with design as generated by human behavior within the context of peripheral environments, including political, social, economic, natural and man-made environments. The department is structured to provide a broad, generalized foundation on which the student can build in almost any design profession. Students are encouraged to seek post-graduate education in Planning, Architecture, Landscape Architecture or related environmental studies, if they wish to specialize. Students are also encouraged to explore their own concerns, their own concepts, and to develop their own interests within the scope of the department.

4 Fibres

The goal of this department is to prepare the student for a career of diversified creativity.

It is a course in design, and it is, in fact, on the aesthetics of design that emphasis is placed. The department offers an environment for exploring the techniques of batik, silk-screening, spinning, weaving, paper-making. Underlying these techniques or tools must be a confidence and inventiveness about drawing, color and form, and concern to use these sensibilities expressively. A continual investigation of means to achieve a sense of responsibility to fibres and materials is of major importance to the department. In addition to seminars in color and direct work, the student is exposed to textile achievements both past and present through an active program of departmental exhibitions, field trips, slides, guest lecturers, and fabrics from the department's collection.

5 Graphic Design

The Graphic Design Department concentrates on those areas of the design field which bring together words and visual images for the solution of problems in communication. The designer must learn to control the visual means so as to achieve a result which solves a client or user's problem while solving his own inner demands for unity, aesthetic value, and uniqueness.

The program of the department is based on a thorough grasp of visual form. Drawing, photography, letter form, typography, and formal studies are, therefore, important components of the preparatory program.

Graphic designers work in various media—print, TV, 3 dimensional—and in any field of publicity or communication: public communications, book and magazine design, packaging, advertising, architectural and urban graphics, corporate image design, exhibition design, etc.

6 Illustration

Today's Illustration field embraces all facets of publishing, advertising, television and film. The professional illustrator is involved in all visual disciplines and, when appropriate, utilizes them to solve specific problems that communicate and inform the public.

The Illustration Department concerns itself with both graphic and pictorial image making geared to the realities of the industry. The department has established a rigorous course of study that is reflected in the profession, and emphasizes drawing skills and strong basic design understanding, with a synthesis of the two for future practical capabilities.

Illustration is a competitive and adventurous career possibility. It encompasses a variety of approaches; inviting the innovative and unconventional, rejecting the imitative and habitual.

7 Industrial Design

The industrial designer may work within an industry or government agency. He may serve diverse clients as an independent consultant. The fields in which he may work are many. Past graduates are successfully contributing to the design of transportation systems, aerospace hardware, home and office products, packaging, specialized architecture, medical and farm equipment, educational facilities, basic materials research and space planning, to name just a few.

Whatever the specific application of his efforts, the industrial designer is professionally concerned with developing systems which increase technology's ability to serve people. He works with engineers and other planners to design the necessary implements. The industrial designer is particularly involved with the ways in which a system's terminals fit people. In our comprehensive environment the industrial designer is one of those responsible for the specific judgements which affect the aesthetic, physical and social responses of people to technology's vast production. PCA's Industrial Design Department, the oldest such department in the U.S., has a long tradition of excellence.

8 Painting

The Painting Department prepares students through systematic instruction in the fundamental fine art disciplines, their techniques and aesthetics. Emphasis is placed on the development of individual initiative, a capacity for self-criticism, and personally expressive modes.

Skill and growth in painting can be achieved only through constant work. Heavy stress, therefore, is on a sustained program of studio performance which reflects the solution of demanding problems involving formal and expressive relationships. Complementing studio work are courses in theory which enable the student to free himself from the strictures of mechanics, expand his conceptual range, and inform more incisively his maturing skill and vision.

9 Photography & Film

The Photography & Film Department presents the student with the basis for developing a means of expression and a personal vision within the broad spectrum of photographic media.

The program of study challenges the student to explore and experience many aspects of the medium and culminates in the senior year with a long term project of the student's choice. In the Sophomore year, both film and photography majors roster a full year of Basic Film and Basic Photography, courses that deal with basic processes, techniques and concepts of photographic image making. Courses following these are further concentrated around specific processes, extensions and applications of the medium. In Photography these are Multi-Media, a workshop that includes color, non-silver processes, etc. and Professional Experience which explores the applications of photography to other fields. In Film, the courses include scriptwriting, a sound creation and technique Workshop, Group Production of films, a Directors Workshop and Professional Experience.

These experiences are related by a continuing critical analysis of the creative process involved and work produced, in view of the students' personal objectives and historical, social and cultural concerns.

The College provides a wide assortment of equipment for student use. Photography students have access to completely furnished dark-rooms, large format cameras, lighting equipment and numerous accessories. Cameras, tripods and a full complement of editing equipment and facilities are available to Film students, in addition to lights, animation stands and portable and studio sound equipment.

10 Printmaking

The Printmaking Department offers facilities for the translation of personal imagery into multiple originals.

Printmaking majors are artists who are involved in exploration of the traditional and contemporary graphics techniques, including lithography, silk screen, intaglio, and relief printing. Technical mastery and individual aesthetic satisfaction are primary goals in the studio.

Courses in book and typographic design stimulate experimentation in unifying elements of paper, prints, typography and bookbinding. Symbolic and graphic characteristics of original prints from the 15th - 20th centuries are examined in the Print Study Seminar given at the Philadelphia Museum of Art Print Department and Alverthorpe Gallery in Jenkintown.

Printmaker-artists are expected to develop versatility, personal commitment, and resourcefulness across media. Department graduates may find career opportunities in the areas of education, contract printing, bookbinding, graphic arts, illustration, and commercial reproductive processes.

11 Sculpture

The Sculpture Department, after a required sophomore course in Processes and Materials, offers its students a choice of structured sculpture courses, seminars and open sculpture classes. Each student, in consultation with his advisor, shapes his own highly individualized

program from this variety of course offerings. The emphasis in the program is on individualized teaching and criticism, aimed at helping each student to realize and develop his imaginative and reflective capabilities. Guest speakers and critics supplement the curriculum providing the exposure needed for mature self-evaluation.

The department offers a full range of facilities permitting work in many media: large open work spaces, a complete bronze casting foundry, welding shop, facilities for working in plaster, plastics and electronics, and the means for working in wood, stone and terra cotta. Investigation of various intermedia is also encouraged.

Related Arts

In the spring of their freshman year, students indicate a choice of major, and, prior to advance registration for the sophomore year, are advised about related and liberal arts choices most suited to the development of their individual talents and the needs of their professional goal. Major departments may recommend or require specific courses offered by other departments. Given the range of technical and conceptual differences among disciplines, credit requirements vary considerably among the eleven major fields of study. Sculpture or painting, for example, permit great latitude in the choice of elective courses to encourage that kind of individual self-determination so central to a career in the fine arts. Alternatively, in the fields of environmental or graphic design, the achievement of professional expertise may call for studies in such diverse areas as pollution control, the analysis of visual systems or the economics of advertising. Depending on in-major requirements, and if courses offered outside a department are also mandated, the number of free Related Arts electives remaining varies from a low of 20 credits through all four years to a high of 34 credits.

Liberal Arts

It is fundamental to the College's educational philosophy that the comprehensive instruction of an artist, designer or teacher must include studies in the social sciences, philosophy, history, and literature. Emphasis at PCA is on teaching the student to question, investigate, and analyze his heritage in order to realize more fully his primary artistic concerns.

Studies in the Liberal Arts Department are divided into four major categories: Language/Literature, Art History, Social Studies, and Science/Philosophy. Freshmen are required to take 6 credits each in the Language/Literature and Art History categories, and may, with faculty permission, roster an additional 3 credits in their spring semester. Based on an evaluation of the entering student's transcript and test scores, Freshman English (LA110) may be required; however, qualified students may choose any 100 or 200 level Language/Literature offering. Beyond the Freshman year, there are no specific course requirements, although students must satisfy a six credit total in each subject category.

Approximately one-half the credit hours required in the Liberal Arts program are free electives with selection based upon the interests and ability of the student and the consent of the major department advisor. An Independent Study Program offering the student an opportunity to work with a faculty member on a project designed by the student is available to upperclassmen.

A total of 45 credits must be earned in Liberal Arts Department courses during the four-year undergraduate program. Minimum credit requirements in each of the four basic course categories are shown below. As noted, electives may be chosen from among the offerings in any or all of these categories.

Students who discover a strong interest in one or another of the four Liberal Arts subject classifications may, with the approval of their faculty advisors, roster considerably more credits than are normally required. Liberal Arts credits earned beyond the 45 credit minimum reduce the student's basic Related Arts requirement in the same manner as do studio electives.

Beyond the 12 credits specifically required during the freshman year, there is no fixed credit-per-year requirement. Credits may be earned on an

average of 5 to 6 per semester during the upper six semesters, or at any other rate the individual student, with the approval of his advisor, may prefer.

Liberal Arts Requirements	Credits
Language/Literature	6
Philosophy/Science	6
Art History	6
Social Studies	6
Unrestricted Liberal Arts Electives	<u>21</u>
Total Liberal Arts Requirements	45

Credit Structure

The College requires an absolute minimum of 130 credits for graduation.

The basic credit distribution is as follows:

	Credits
Foundation Program (core studies)	15
Major Program	36-48
Related Arts	20-34
Liberal Arts	<u>45</u>
Minimum Baccalaureate Requirement	130

Special Undergraduate Programs

Community Design

The program is an experimental, interdisciplinary curriculum designed to engage the interest and abilities of professional designers in a study of the critical urban problems of our time. The subject matter of the program stems directly from the needs and attitudes of the community. Experience is gained through direct involvement in neighboring, disadvantaged urban communities, while the acquisition of new design skills is developed through the formulation and analysis of alternative solutions to actual problems. Supplementary studies in related areas such as urban history, ecology, ethnic diversity and synectics may be scheduled concurrently to support work done in the field. Additionally, community leaders, economists, city planners and other consultants serve regularly as guest speakers to introduce a wide range of considerations that sharpen the student's awareness of the complex, interpersonal factors affecting societal change.

Joint Professional Major Teacher Certification

Students who prefer to elect a professional major other than Art Education but who anticipate a career teaching in the public schools, may roster a dual major leading to provisional certification and to the BFA or BS degree in the major field of their choice. This program requires a minimum of 145 credits for graduation, 24 of which must be in Art Education course work (the normal 22.5 credit AE program plus 1.5 credits in AE/Related Arts). Completion of the program normally requires nine semesters.

Beginning in the sophomore year, and continuing through their three-year professional major, students may roster a maximum of 9 credits in AE subjects to be carried in any semester, within the permissible maximum defined under Credit Regulations. Such courses may be taken in the regular daytime Art Education program, and, in some cases, in the new Art Education Certification program being offered in the Evening Division. The number of AE course credits remaining, including the practicum and 1.5 credits in the RA studio work, are rostered in the ninth semester.

Art Therapy

The Art Education Department sponsors a special non-degree program in art therapy training conducted at the Philadelphia State Hospital at Byberry. Classes are taught by hospital faculty, and include an optional summer session at Byberry.

Initiated in the fall of 1971, the program is at present restricted to selected Art Education majors.

Independent Thesis Program

For those students who feel the need for a more flexible format in which to pursue their development as artists, and who have demonstrated their ability to initiate and sustain long-term projects to the satisfaction of their major advisor and department Chairman, the Independent Thesis Program provides an alternative to the normal major curricula. Approved candidates may enter the program as early as the second semester of their sophomore year and are released from their regular major requirements for the duration of their enrollment in the program. A single semester grade is earned for the total credit requirement so replaced.

The program is administered by the Independent Thesis Committee which assigns each approved student two faculty tutors from different discipline fields, who thereafter meet jointly with the student to review his progress and to grade him at mid-year. Final year-end grades are determined by the Committee meeting with the candidate's faculty tutors. With the Committee's approval, students may continue in the program from year to year, and may be graduated with a degree designation that is defined mutually by the student, his tutors and the Committee.

Pennsylvania Academy/PCA Cooperative Program

In 1970, PCA and the Pennsylvania Academy of the Fine Arts inaugurated an extraordinary transfer program to serve the Academy's scholastically qualified four year certificate candidates and graduates who seek a baccalaureate degree.

Graduates of and currently enrolled students in PAFA's certificate program who gain formal Academy endorsement are admissible to PCA as degree-credit registrants. These registrants complete PCA's prevailing liberal arts credit requirements for its Bachelor of Fine Arts degree. They will be considered to have fulfilled PCA's studio requirements for degree graduation upon receipt of the Academy's certificate.

Reciprocally, the Academy will accommodate on a regular basis PCA students wishing to augment their studio programs by registering for selected PAFA course offerings, class size permitting.

Summer Studio Workshops and Liberal Arts

Coordinate in time with the six-week MA in Art Education program, the College offers two adjunct programs: several 2-credit studio workshops, and 3-credit Liberal Arts courses selected from its regular day college listing. Offerings in each category vary from year to year depending on faculty availability and student interest.

Admission to either the workshops or the Liberal Arts courses is open to all PCA undergraduates in good standing, all Master's degree candidates in Art Education, and undergraduate and graduate level students not enrolled at PCA.

Pre-College Program

The College offers summer studio programs for high school students who have completed the eleventh or twelfth grade. College students who wish instruction in studio work are also invited to enroll.

The Pre-College Program, patterned after the College's Foundation Program, offers experience in two and three-Dimensional Design. Courses are intended to provide an introduction for high school and college students by exposing them to faculty who are professionally committed to the visual arts. The program enables students seeking admission to encounter some of the ideas, standards and procedures which continue in their college career.

The College's Foundation Program faculty strongly recommends the Pre-College experience for all students considering an art college education. The Admissions Committee may allow experience in the Program to substitute for a portfolio. The Portfolio Committee may require creditable achievement in the summer program as a condition for entrance to the College.

Pre-Freshman Academic and Studio Workshop

PCA offers a summer academic and studio workshop program for students whose basic reading and writing skills need reinforcement. Requirement of this program is made based on evaluation of the CEEB English Achievement test scores. The workshop was funded for 1972 by the Commonwealth of Pennsylvania's Higher Education Equal Opportunity Act.

It is difficult to define the environment and personality of the College and, therefore, impossible to pinpoint desirable characteristics of prospective students. We like to think of PCA as a collegium, by definition a society of colleagues working together. We offer much diversity of thought and ideas and very little unanimity of opinion. We constantly seek, question and challenge; truth is thought to be discovered, not learned. We promote change and foster adventure.

We believe that there is as much art to being a student as there is to being an artist; an extraordinary student is one who learns and uses his educational environment to the fullest extent and who teaches by the virtue of his ability to ask extraordinary questions.

Each year we select from among our applicants those whom we feel can best profit from our educational environment. Our judgments are human, arbitrary and fallible.

We value applicants who:

*seek to employ visual images as their primary means of statement;
demonstrate the intellectual abilities to meet, question and challenge the ideas and concepts of their time;
seek to increase their awareness of themselves and their world;
address and influence their environment in a positive, individual manner;
seek a meaning of life and bring energy, concern, humor and initiative to this search.*

Requirements for Admission

We are interested in the whole person. An education in the visual arts involves the entire individual and requires a commitment of total energies and abilities.

Standardized requirements for admission provide one source of information about applicants. Your high school records tell of your academic training; your portfolio illustrates your visual experiences. We request that you provide a more complete self-evaluation. Through the Self-Presentation requirement, explained below, you are asked to design your application by selecting those credentials which you feel we should add to the mandatory record and portfolio. We hope that you will use the options to elaborate on your personality and individuality, your abilities, interests and qualities.

Required:*

1. High school record
2. Portfolio
3. Self-Presentation options
4. CEEB English Achievement Test (for course placement only)

* Transfer applicants refer to page 19.

Scholastic Requirements

Freshmen must be graduates of an accredited secondary school or the equivalent. A curriculum of college preparatory subjects is recommended. A specific course distribution is not required, although a minimum of four (4) years of English and two (2) of history is strongly recommended. Because mathematics is not stressed in the College's liberal arts program, two (2) years of high school mathematics are considered sufficient. Remaining courses should be selected from the approved college preparatory program, including studies in humanities, art history, psychology, sociology, languages and sciences. A minimum of two (2) years of art is recommended.

Scholastic Requirements Without High School Graduation

Applicants not holding regular high school diplomas may qualify for admission consideration by one of the following methods:

1. GED Tests are acceptable on conversion to a state diploma through the department of public instruction of the applicant's resident state.
2. Applicants not holding a diploma may qualify for admission consideration through the College Level Examination Program (CLEP). General Examination Scores should be forwarded to the Admissions Office with all available scholastic records. CLEP is administered monthly through the testing centers of most major universities from which registration information may be obtained.

Portfolio

All applicants are asked to demonstrate visual ability through the presentation of a portfolio. PCA does not assign specific projects nor list requirements, but rather we leave the selection of work to your discretion. In general, you should present recent work and show the range of your visual abilities and exposure as well as depth in areas of particular interest. Although a minimum of eight (8) pieces is indicated, we expect you to select as much work as necessary to document your visual history.

You may choose to supplement or supplant the portfolio requirement with the 1972 or 1973 summer Pre-College Program. Any applicant who wishes to substitute this experience for the portfolio requirement must give written notice to the Admissions Office.

Applicants who have not had extensive background in the visual arts or whose training has been limited in scope should expect to be required to attend PCA's summer Pre-College Program prior to entrance into the freshman class.

In addition to the portfolio, you may present visual work as part of your self-presentation requirement explained below.

Portfolio Requirements

1. A portfolio of a minimum twelve (12) slides and/or color photographs representing at least eight (8) pieces of original work. Slides or photographs must be numbered and titled to correspond to their description. Descriptions should indicate the size and media of work and briefly explain the concept, project or problem involved. When more than one picture is used to show a work (i.e. sculpture, ceramics, 3-D) slides should be labeled in sequence (2a, 2b, etc.). Slides should be presented in 8½" x 11" slide carriers and clearly labeled with applicant's name.
2. Two slides or photographs of the pieces that the applicant considers most representative of his/her work are to be marked for retention by the College.
3. Freshman applicants electing the interview with portfolio self-presentation option may present actual work and/or slides. All work will be reviewed during the interview. The College will retain only the two slides noted above.

Self-Presentation Requirement

The Self-Presentation requirement was instituted two years ago so that the application process could become more human and educational. We firmly believe in offering admission to *individuals*, and we hope that you will use the options suggested below to tell us what you wish us to know about *you*. Applying to colleges should become a process which you use to learn about each institution you consider, and your self-

description should allow you to discover more about your own goals and personality.

You must choose *at least one* of the self-presentation options. We trust that you will select as many as appropriate to express perspectives about yourself not evident in records and portfolio.

Each freshman candidate is asked to designate on the application form (enclosed in rear) those credentials which he feels the College should use to supplement the evaluations of the high school record and portfolio. Credentials chosen from the self-presentation options will then become that applicant's requirement for admission. The Admissions Office will expect applicants to present these credentials within two months of the date of application.

Applications will be considered for admission only after all anticipated credentials have been received. Failure to submit selected options will result in automatic suspension of processing.

Files are checked each month to monitor progress. Applicants are periodically informed by the Admissions Office of the progress of their applications.

Self-Presentation Options

1.
Interviews:
with portfolio
without portfolio
2.
Sketchbooks/Ideabooks
3.
Visual Presentations (not substitutes for the portfolio):
slides/photos of additional work
films (8mm only)
independent visual projects
4.
Supplemental portfolio of work in one concentrated area
5.
Autobiography
Statement of Purpose
6.
Recommendations
Letters of Reference
7.
Original Writings:
poetry
stories, plays
compositions, essays
music, dance
8.
Testing Results:
CEEB Scholastic Aptitude Tests (SAT)
American College Testing (ACT)
CEEB Achievement Tests
Other (IQ's, Personality Inventories, Aptitude Tests, etc.)
9.
Miscellaneous Presentations:
musical
dance, drama
other

Self-Presentation Interview

The major responsibility for the interview is the applicant's. We are interested generally in your art training and background, other interests, special problems, etc.; however, we do not have a planned format for the meeting. You should use this time to portray important facets of your personality and experience, describe your goals and ideas, and fully investigate the College, our educational programs and environment.

Applicants who choose an interview as part of their self-presentation will be assigned an individual meeting with a member of PCA's Admissions Staff or Faculty. If you have selected the interview-with-portfolio option, we will expect you to present your portfolio at this time.

Whenever possible, appointments will be arranged within the month requested by the applicant, providing the interview date does not exceed the two month limitation. Interviews are scheduled during office hours, Mondays through Fridays. It is not possible for us to arrange appointments on Saturdays.

CEEB Achievement Test Requirement

The College Entrance Examination Board *English Achievement Test* is required of all candidates who have not had previous college experience. Results are not for admissions evaluation but for Liberal Arts course placement. Scores must be submitted before May 1, 1973.

SAT or ACT College Testing

CEEB Scholastic Aptitude Tests or American College Testing results are not required by the College. Test results will be weighed in the admission decision only when an applicant has so requested through his/her self-presentation options.

Advanced Placement Examinations

PCA allows 3 credits toward the Liberal Arts requirement for a score of 3 or better on any CEEB Advanced Placement examination in an academic subject.

UICA Mutual Application Program

PCA encourages applicants who are considering more than one of the UICA member colleges to apply through the Mutual Application Program (described on page 21.) MAP applicants should follow procedures outlined in the Mutual Application brochure. In addition, when applying through MAP to PCA, candidates may elect to present self-presentation options indicated above. Supplemental self-presentation credentials must be sent directly to PCA's Admissions Office, not to MAP Central.

Informational Tours of the College

We encourage applicants to investigate the College in as many ways as possible, and strongly recommend that you visit PCA to see our facilities and the work done by students. Student-guided tours will be arranged by appointment for applicants and/or families. Anyone who wishes a tour of the College should call or write the Admissions Office for an appointment. If you wish a tour coordinated with your self-presentation interview, please so indicate when you submit the application form.

Group Information Sessions

A member of PCA's faculty or Admissions staff will be available for group informational sessions on scheduled days of the week. Any student, parent, counselor and/or art teacher who wishes to meet in a group session to learn about the College should contact the Admissions Office for an appointment. This may be coordinated with a tour of the College facilities, if desired.

Evaluation for Admission

We cannot describe the ideal applicant and have not constructed a model against which to measure all aspirants to the freshman class. We value diversity. Each applicant is judged on both objective and subjective criteria.

The College is committed to a heterogeneous student body. Differences in age and racial, educational and cultural background are valuable. Preference is given to those who demonstrate maturity and self-awareness. We encourage freshman transfers, veterans and others who have known delays between high school and college.

No specific weighing or ranking has been assigned to 1973 admission criteria. Educational records, portfolio and self-presentation will be reviewed together for us to see a composite picture of each applicant. Through analysis of these composites, we determine which applicants we feel are best served by study at PCA.

Application Procedures

Dates, Deadlines, Fees and Deposits

PCA will practice a phase system of admissions for the 1973 freshman class. All applications that are completed by January 15, 1973 will be processed and answered by the Admissions Committee on February 1, 1973; applications completed by March 1, will be answered on April 1, 1973. Any applications completed after March 1 will be processed on a rolling basis. We urge candidates who are applying to other colleges that require answers and deposits before April 1 to complete their PCA applications for phase 1. Candidates offered admission under phase 1 will be asked to indicate their intent to enroll in PCA by March 1, 1973; tuition deposits are due on or before May 1, 1973.

A maximum of two months is allowed between receipt of application and submission of all supporting credentials: records, portfolio and self-presentation options. Because of the large number of applications, the Admissions Office must ask the applicant to assume the greater portion of responsibility for his own application procedure. Files are checked monthly to monitor the progress of each applicant, and notices are sent to those whose credentials are overdue. If no response to such notice is received within two weeks, the files are closed.

The Admissions Committee has determined that 1200 completed applications from seniors graduating in 1973 are sufficient for the quantities and qualities of students that we seek. It is impossible for us to predict when we will have received that number of applications for September, 1973.

The table below outlines the dates and fees characteristic of the 1972-73 admissions cycle:

Dates of Application:	Opening	Closing
Freshman	September 1	see above
Upperclass Transfers	October 1	July 1
Financial Aid (PCS)	September 1	February 1
<i>Freshman Admission</i>	<i>Credentials Due</i>	<i>Notice of Admission</i>
Phase 1	before January 15	February 1, 1973
Phase 2	before March 1	April 1, 1973
Post Phase	after March 1	rolling
<i>Fees and Deposits:</i>	<i>Amount</i>	<i>Due</i>
Application	\$ 20.00	with application
Tuition Deposit	\$100.00	on or before May 1, 1973
Housing Deposit	\$ 75.00	First come, first served
Pre-College Program Deposit	\$ 50.00	June 1, 1973
<i>Refund Dates:</i>		
Application Fee	no refunds	
Tuition Deposit	refundable until May 1, 1973	
Housing Deposit	refundable until May 1, 1973	
Pre-College Deposit	refundable until June 1, 1973	

Deferred Admission

PCA will accept applications from candidates who wish to plan a year of activities, work or travel between high school and college and who, therefore, wish to be considered for the September, 1974 freshman class. A brief note explaining the deferment should be attached to the application. Applicants should follow the procedures listed above. Deferred applicants will be given a tentative decision upon their 1974 application; they will be expected to write a letter detailing activities



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Introduction

The Admissions Bulletin is designed to serve as an introductory statement about the Philadelphia College of Art and also to give details on admissions procedures and practices for those considering PCA among their choices for professional education in the visual arts.

We encourage all applicants to recognize that this is merely a beginning in the process of college selection and should lead to further investigation.

History of the College

The Philadelphia College of Art was established in 1876 in response to the interest in art and art education which was stimulated by the Centennial Exposition of that year. Originally, it was a corporate part of the Pennsylvania Museum and School of Industrial Art.

In 1893, the College moved to its present site at Broad and Pine Streets in central Philadelphia. Advances and alterations in the institutional character and purpose of the College are reflected in the successive name changes adopted in this century: 1939, Philadelphia Museum and School of Industrial Art; 1948, Philadelphia Museum School of Art; and in 1959, Philadelphia Museum College of Art, in recognition of accreditation by the Middle States Association of Colleges and Secondary Schools. In 1964, when the College's long affiliation with the Museum finally ended, it adopted its present name: Philadelphia College of Art.

Educational Objectives

It is the conviction of the Philadelphia College of Art that the artist is of essential value to his culture and his time, and that, for the artist, the quality of his education is of the utmost importance. The College considers its primary task to be the thoughtful and intensive preparation of the creative individual who plans to make the arts his career. It undertakes to provide the best in contemporary art and design practice, to give creative leadership, and to encourage innovation and experimentation in the areas of concern.

To these ends, the objectives of the educational programs are defined as follows: to prepare students for conceptual and technical excellence; to enable them to achieve responsible competence within the traditional forms of disciplines while exercising initiative for their continuing redefinition; to provide an environment within which students may realize a sense of personal integrity in the development of their individual capacities. As well, the College firmly believes that students should be introduced to the generic ideas of the past and of the present and encouraged to increase their understanding of the humanistic values of all cultures.

Undergraduate Application

Please complete and return to :
Office of Admissions
Philadelphia College of Art
Broad and Pine Streets
Philadelphia, Pa.
19102

In addition :

1. The \$20. application fee must accompany this application.
2. Undergraduate applicants must have transcripts sent to the Admissions Office by their high school guidance office.
3. Transfer applicants must provide both high school and college transcripts.

How did you hear about PCA ?
PCA Bulletin
Other PCA literature
College Handbook
Guidance counsellor
Art teacher
Friend
Relative
Advertisement
PCA alumni
PCA admissions representative

What led you to apply to PCA ?
Location
Programs
Advice of counsellor
Advice of teacher
Advice of alumnus or friend
Admissions Bulletin
Cost
Reputation
PCA admissions representative

Have you had any art instruction other than in secondary school ?

Transfer applicants indicate no. college credits in studio art :

List below the extra-curricular activities and organizations in which you have participated.
(Please do not name organizations which specifically reveal your race, color, religious preference or national origin.)

Have you ever been dismissed from another school or college ?
(If yes, please attach a letter explaining all circumstances leading to your dismissal.)

Check and give dates if you have ever attended :

If members of your family have attended PCA please give names, relationships and years attended :

Signature

Introduction

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Undergraduate Application

Applying to enter September, 19

Name
(last first middle)

Present address Street

Phone

City

State

Zip

Permanent address Street

Phone

City

State

Zip

Check appropriate classification(s) :

- ☐ Veteran
☐ Financial aid applicant
☐ Commuting student
☐ Dormitory candidate
☐ Other residence
☐ Transfer
☐ Freshman applicant
☐ Three-year transfer program
☐ Advanced standing

Check the professional major(s) in which you are interested. (Advanced standing applicants indicate intended major) :

- ☐ Art Education
☐ Craft
☐ Environmental Design
☐ Fibres
☐ Film
☐ Graphic Design
☐ Illustration
☐ Industrial Design
☐ Painting
☐ Photography

- ☐ Printmaking
☐ Sculpture
☐ Undecided

- ☐ Male
☐ Female

Age

Date of birth

Marital status

Social Security no.

Citizenship

- ☐ U.S.
☐ Other (identify)

Military classification

List below all college(s) and/or high school(s) previously attended :

School	City, State, Zip	Dates attended	Degrees

Father's name

Address

Father's occupation

Father's education

- ☐ Living
☐ Deceased

Mother's name

Address

Mother's occupation

Mother's education

- ☐ Living
☐ Deceased

Will your family be able to finance your education ?

- ☐ Whole
☐ Part

Do you anticipate needing financial assistance ?

- ☐ Yes
☐ No

PCA is a member of the College Scholarship Service, Princeton, New Jersey. Applicants requesting financial assistance must fill out the Parents' Confidential Statement and send it to the Princeton office. This form may be obtained from the high school Guidance Office. Receipt of the PCS by the College constitutes application for financial aid.

- ☐ How did you hear about PCA?
☐ PCA Bulletin
☐ Other PCA literature
☐ College Handbook
☐ Guidance counsellor
☐ Art teacher
☐ Friend
☐ Relative
☐ Advertisement
☐ PCA alumni
☐ PCA admissions representative

☐ What led you to apply to PCA?
☐ Location
☐ Programs
☐ Advice of counsellor
☐ Advice of teacher
☐ Advice of alumnus or friend
☐ Admissions Bulletin
☐ Cost
☐ Reputation
☐ PCA admissions representative

- Freshman applicants:
 Check below the options which
 you have chosen to satisfy the
 self-presentation requirement:
 1 ☐ Interview with portfolio
 2 ☐ Interview without portfolio
 3 ☐ Sketchbooks/Ideabooks
 3 ☐ Slides/Photos of additional work
 ☐ Films (8mm only)
 ☐ Visual projects
 4 ☐ Supplemental portfolio
 5 ☐ Autobiography/Statement of purpose
 6 ☐ Letters of reference
 7 ☐ Original writings (indicate)

Preferred month _____
 Preferred month _____

- 8 ☐ SAT's
 ☐ ACT's
 ☐ Achievement tests
 ☐ Other (indicate) _____
 9 ☐ Miscellaneous (indicate) _____

Have you had any art instruction
 other than in secondary school?

- ☐ Yes
☐ No _____ Where? _____

Transfer applicants indicate no.
 college credits in studio art:

List below the extra-curricular
 activities and organizations
 in which you have participated.
 (Please do not name organizations
 which specifically reveal your
 race, color, religious preference
 or national origin.)

Have you ever been dismissed from
 another school or college?
 (If yes, please attach a letter
 explaining all circumstances
 leading to your dismissal.)

- ☐ Yes
☐ No

Check and give dates if you have
 ever attended:

- ☐ PCA Evening Division _____ Dates _____
☐ PCA Pre-College Summer Program _____ Dates _____
☐ PCA Saturday Morning Art Classes _____ Dates _____

If members of your family have
 attended PCA please give names,
 relationships and years attended.

Please complete and return to
 Office of Admissions
 Philadelphia College of Art
 Broad and Pine Streets
 Philadelphia, Pa.
 19102

In addition:

1. The \$20. application fee must accompany this application.
2. Undergraduate applicants must have transcripts sent to the Admissions Office by their high school guidance office.
3. Transfer applicants must provide both high school and college transcripts.

Signature _____

Date _____



during the year and reaffirming interest in PCA prior to January 15, 1974. In addition, any applicant offered admission to the September, 1973 freshman class who wishes to defer enrollment until September, 1974, may request this consideration from the Admissions Committee.

Admission of High School Juniors

PCA will accept applications from qualified high school juniors for entrance as freshmen in September provided either of the following conditions is met:

1. Either by taking an overload during his/her junior year or summer courses, the applicant is able to complete high school diploma credit requirements and receive the diploma before fall enrollment.
2. Under written agreement the candidate's high school authorities will agree to grant the applicant a high school diploma upon completion of the freshman year at PCA.

Foreign Student Applications

Due to the lengthy procedures and great amount of time needed to receive and evaluate credentials and portfolios from overseas, foreign applicants should apply a year in advance of desired admission.

Foreign applicants are required to take the *Test of English as a Foreign Language* (TOEFL) as administered by the College Entrance Examination Board and to forward results along with the preliminary application.

If TOEFL scores are acceptable, the College will send forms necessary for completing application. As instructed in the special forms for foreign applicants, all transcripts and other documents must be certified by an embassy, legation or consular officer of the U.S.A.

The College has no financial aid for foreign students. Federal government loans and grants are limited to U.S. citizens and are not available to foreign students. Foreign students must file proof of their financial ability to support themselves from their own resources.

The immigration forms necessary for student visas are completed by the College only *after* an applicant has accepted an offer of admission.

Veterans

As an accredited degree-granting institution, the College is approved by the Veterans Administration. Information about educational benefits may be obtained from any VA office.

PCA considers any applicant who has been enrolled in a college-level program of studies after secondary school to be a transfer applicant. Transfers enjoy a preferred position among applicants for admission since it can be assumed they have matured in their goals and have actually demonstrated their abilities at the college level.

The portfolio is paramount to the evaluation of a transfer applicant, being the primary means for determining the applicant's initial level of study at PCA. A generous liberal arts transfer policy allows credit for previous academic courses; however, an applicant's class standing and the remaining number of credits required to attain the degree is determined by his entering studio level.

Transfers who have not had substantial studio instruction but who do present a minimum of 24 transferable academic (Liberal Arts) semester credits may qualify for our new *Three-Year Transfer Program*. This program provides an opportunity to fulfill PCA's graduation requirements in three college years. The first year combines the Foundation Program core curriculum with studies in major department and related areas; if approved by both Foundation and major chairmen, a transfer may achieve junior standing at the start of his second year. The usual 85 total studio credit requirement for graduation applies to three-year transfers; in addition they must earn any remaining Liberal Arts credits.

Transfers presenting fewer than 24 transferable academic credits and not qualifying for advanced standing in studio, should expect to be registered for the Foundation Program and anticipate being enrolled for the equivalent of eight semesters.

Advanced standing applies to students transferring into the sophomore or junior level in major department and related arts courses. The first year at PCA includes 21 credits of studio. Applicants who have completed more than that amount should apply for advanced standing. Entering studio status is determined by portfolio evaluation and examination of transcripts. Credits for studio courses are not transferable; rather, if the applicant's work demonstrates competence sufficient for sophomore status, Foundation Program studio credits are waived. Similarly, when the portfolio demonstrates competence sufficient for junior status, freshman and sophomore studio credits are waived.

A minimum of four semesters with a minimum of 48 credits (28 in major) are required to achieve a baccalaureate degree. Therefore, applicants are not accepted above junior level.

Unlimited credits are allowed for achievement of "C" or better grades in liberal arts course work which is consistent with PCA's requirements and from an accredited college. In general, credit for courses in humanities, social sciences, languages, physical sciences, art history and some mathematics are allowed.

PCA subscribes to the transfer program of the Union of Independent Colleges of Art (see page 21) allowing direct admission on a space available basis to sophomore-level programs after completion of the freshman year at any UICA school with a 2.0 average or higher.

Application Requirements

1. Transcripts of all previous college experience, and catalogue issues describing course work recorded.

2.
High school transcript (not required if applicant holds a bachelor's degree).

3.
Portfolio

4.
Optionally, letters of recommendation from the Dean of Students and studio instructors of the institution previously attended.

5.
Advanced standing applicants may request an informational interview with a member of the Admissions Staff; however, advanced standing applicants are not granted interviews with portfolio and should not attempt to make appointments with department chairmen until after the portfolio has been reviewed and the applicant accepted at an advanced level. Department chairmen routinely meet with advanced standing transfers prior to registration in the fall to discuss course requirements.

6.
Transfer applicants anticipating freshman or 3-year transfer status may elect to complete any of the "self-presentation" requirements listed on page 13.

Transfer Portfolio

1.
Applicants for freshman or 3-year transfer status should follow portfolio instructions listed on page 12.

2.
Advanced standing applicants should present a portfolio demonstrating basic abilities (drawing, two-dimensional, three-dimensional) as well as competence and preparation in area of intended major. Examples of advanced work in media outside of the major area should be included for evaluation of related arts credits for those anticipating junior status.

Applicants must choose one major department for which they wish to be considered.

Whenever possible, advanced standing portfolios should be presented in the form of slides. Applicants should expect to have their portfolio retained by the Admissions Office until evaluation by major department faculty has been completed (approximately thirty days).

Notice of Admission

Transfer applicants judged admissible on an advanced standing level will be so informed when evaluation of portfolio and all credentials has been completed. However, a definite offer of space in the major department will not be made until after the advance registration of presently enrolled students in May.

Transfers applying for freshman or three-year transfer status should follow the procedures and dates listed on page 15.

The Union of Independent Colleges of Art

Five years ago, six of the nation's strongest and most forward-looking colleges of art and design united in consortium to maximize their strengths, better utilize their resources, and work together to meet their common commitment to the visual education of the artist and designer. Last year two additional institutions joined the consortium so that now membership includes the California College of Arts and Crafts; the Cleveland Institute of Art; the Kansas City Art Institute; the Maryland Institute, College of Art; the Minneapolis College of Art and Design; The Philadelphia College of Art; the Rhode Island School of Design and the San Francisco Art Institute.

This association — the Union of Independent Colleges of Art (UICA) — is the only national consortium of institutions in higher education which has as its focus the total academic and administrative program of its membership. It is the only consortium which brings together independent colleges of art and design. It is unique further in the extent of cooperative action implemented; in the degree to which mutuality of purpose has been translated into joint action.

Collectively, the UICA schools offer virtually every field of study available in current visual arts education. Through cooperative programs, such as those listed below, a student at any one of the UICA institutions may gain access to a variety of philosophies and environmental structures.

The Student Mobility Program is designed to broaden the educational resources available to students in UICA colleges. When special facilities, curricular offerings, particular faculty competencies, or other resources at another UICA college are appropriate to a student's development, he may, with departmental and administrative approval, study at that school for one or two semesters. Full degree-granting credit is given for work satisfactorily completed.

The Transfer Program is available for students completing the freshman year in good standing at one UICA member institution who wish to transfer to another member institution. Transfer is arranged on a space available basis without loss of credit or time.

Junior and Senior Year-Abroad Programs give access by students registered in UICA member colleges to study in Mexico, Italy, Japan and England.

A *UICA Film Library* has been created which now circulates a group of exceptionally important teaching films among the member colleges.

Other cooperative programs now exist in such areas as faculty exchange, faculty study grants for special projects, curriculum development, and library resources. Programs planned for the future include the development of a national placement service.

The Mutual Application Program

The Mutual Application Program (MAP) has been created by the member institutions of the Union of Independent Colleges of Art to facilitate accessibility to their various programs.

A single application with supporting credentials and one basic portfolio, in saving time and expense, allows the student to concentrate on the quality of the work presented. The program permits the applicant to be considered concurrently by the member colleges to which he applies.

MAP supplements admissions processes now being used by the individual consortium institutions. It does not replace the individual application process which should be used if the student intends to apply to only one of the UICA colleges.

For Applications Write To:

MAP Center

4340 Oak Street

Kansas City, Missouri 64111

Applicants are encouraged to request the college bulletins from each institution. Although the UICA colleges are similar in character and do share common goals and structures, there are both obvious and subtle differences in philosophies and programs. It is to the applicant's advantage to explore these separate institutional characteristics. The applicant will then be able to select more accurately the colleges which offer programs that will assist him in realizing his educational goals.

Colleges of the Mutual Application Program:

California College of Arts and Crafts

Broadway at College Avenue

Oakland, California 94618

Cleveland Institute of Art

11141 East Boulevard

Cleveland, Ohio 44106

Kansas City Art Institute

4415 Warwick Boulevard

Kansas City, Missouri 64111

Maryland Institute, College of Art

1300 West Mount Royal Avenue

Baltimore, Maryland 21217

Minneapolis College of Art and Design

200 East 25th Street

Minneapolis, Minnesota 55404

Philadelphia College of Art

Broad and Pine Streets

Philadelphia, Pennsylvania 19102

Rhode Island School of Design

2 College Street

Providence, Rhode Island 02903

San Francisco Art Institute

800 Chestnut Street

San Francisco, California 94133

The tables published below give data for the 1969, 1970 and 1971 freshman classes. Appropriate data is not yet available for the 1972 freshman class.

The freshman class tables list data on all new freshmen including transfer students. However, the high school rank-in-class profile excludes transfer students.

Included with the tables is a report on a survey of entering freshmen conducted under the aegis of the American Council on Education. Hopefully, this will give you another dimension of information on the characteristics of our students.

	1971 Freshman Class	% of 281	1970 Freshman Class	% of 306	1969 Freshman Class	% of 280
Total:	281		306		280	
Male:	132	47%	147	48%	144	51%
Female:	149	53%	159	52%	136	49%
Ages:						
17	60	21%	71	23%	72	26%
18	135	48%	153	50%	139	50%
19	29	10%	33	11%	36	13%
20-24	47	17%	44	14%	29	10%
25 & older	10	4%	5	—	4	—
Residents:	151	54%	173	56%	150	54%
Commuters:	130	46%	133	44%	130	46%
Transfer						
Freshmen:	65	23%	50	16%	56	20%
First-time						
Freshmen:	216	77%	256	84%	224	80%
Pre-College						
Program:	119	42%	183	60%	161	58%
Geographic						
Area:						
Mid Atlantic	244		251		243	
New England	27		24		24	
Mid West	8		16		7	
South	5		11		3	
Far West	2		1		2	
Foreign	1		3		1	

High School Rank-in-Class

	1971 First-time Freshmen Total 216		1970 First-time Freshmen Total 256		1969 First-time Freshmen Total 224	
1-1/5	47	22%	58	23%	64	29%
2-1/5	59	27%	74	29%	57	25%
3-1/5	53	25%	60	23%	56	25%
4-1/5	32	15%	31	12%	28	13%
5-1/5	10	5%	9	3%	9	4%
No Rank	17	8%	24	9%	10	4%

SAT Verbal Table

	1971	1970	1969
Below 300	6	4	6
300-349	14	14	7
350-399	23	31	23
400-449	28	52	29
450-499	44	49	37
500-549	43	55	51
550-599	35	49	59
600-649	14	23	26
650-699	10	9	14
700 and above	7	6	9
Median	495	495	528

Entering Students-Transfers

	1971	1970	1969
Freshmen Status	65	50	56
Sophomore Status	52	48	37
Junior Status	11	18	19
Previous School:			
UICA	9	5	3
NASA	14	12	20
Other Art Schools	11	13	17
Univ./College	47	55	48
Jr./Comm. College	22	23	17
PCA Evening School	19	7	5
Other	6	1	2
No. Years Prior Education:			
less than 1	17	11	11
1-1½	49	32	42
2-2½	43	42	39
3	12	10	13
4 or more	7	11	7

Selected Undergraduate Characteristics 1971 Fall Semester Enrollment

Total students	1110
	516 male
	594 female
	87 part-time
Freshmen	284
Sophomores	291
Juniors	233
Seniors	221
Penna. Academy of the Fine Arts (academic courses only)	25
Unclassified	10
Special (incl. Teacher Cert.)	27
Graduates	19
UICA Mobility	4
Upperclass Department Majors	
Art Education	64
Craft	64
Environmental Design	37
Fibres	39
Graphic Design	67
Illustration	148
Industrial Design	44
Painting	118
Photography & Film	67
Printmaking	35
Sculpture	60
Independent Thesis	2
Commuters	340 (31%)
Student Residence	157 (14%)
Apartments & Other	613 (55%)
From Pennsylvania	586 (53%)
From others states*	524 (47%)

*Representing 33 States and 12 Foreign Countries

At the invitation of the American Council on Education, PCA participated in its survey of fall 1971 entering freshmen by administering during September orientation a questionnaire descriptive of student characteristics, traits and attitudes. Questionnaires for 211 first-time and 34 transfer freshmen, or 87% of PCA's total class of 281, were counted; and the data provided was summarized for comparison with weighted normative data based upon returns from the new student population at 230 four-year colleges (and, for transfers, from 326 institutions of all types).

As expected, PCA freshmen consider themselves artists.

An overwhelming majority rate themselves better than average in artistic ability and indicate that creating works of art is an essential personal objective. Less than one-fifth of the national group gave these ratings. Over half of our freshmen had received awards in art competitions in high school. Career occupations classified as artist were chosen by three-fourths of the class; other career choices were education, and other or undecided.

In addition to artistic accomplishments in secondary school, over a quarter of the class had served as editor of a school publication, one-fourth had an original writing published, one-fifth had a major part in a school play, 14% won varsity letters in sports, 13% were presidents of student organizations and 11% were in a scholastic honor society.

Well over three-fourths of the class regard themselves as better than "average" on the personal traits of originality and understanding of others. One-third of the national collegiate group indicated the former and two-thirds, the latter. Two-thirds of PCA's freshmen rate themselves highly on their drive to achieve and a little more than half of the class declare that they are above average in academic ability (similar to the national group). Additionally, 46% of the class consider themselves "stubborn", 48% say they are "cheerful" and 42% evaluate themselves high in writing ability. Mathematical and public speaking competencies received the lowest self-ratings for the group.

Along with creating works of art, over 80% of the class indicate that developing a philosophy of life is an essential personal objective; two-thirds want to have friends different from themselves and one-half want to be an authority in their field. These goals are not dissimilar from the national group. Although "helping others in difficulty" is considered as very important by well over half of the freshmen, only five percent want to become community leaders and one-fifth indicate that they will participate in community action. Low priorities were also accorded to economic, political and administrative positions.

A current political preference of liberal is declared by two-thirds of the 1971 class; one-fifth are "middle of the roaders", 13% are far left, 3% conservative and 1% far right. National norms are 34%, 45%, 3%, 15%, and .6% respectively. Issues that PCA freshmen expressed concern about are pollution, consumer rights, segregation, legalization of marijuana, women's rights, and students' rights.

The decision to go to college seems to have been based primarily on personal discovery. Over 90% expressed that the most important reason is to learn more about their interests (compared to two-thirds nationally); three-fourths state that the acquisition of a general education is important and one-half indicate that they want to meet new/interesting people. About one-third of the class seem concerned about monetary gains from a college education — 38% state that getting a better job is a reason (70% nationally), 33% agree that the benefit of college is monetary (54% nationally). Parents influenced only one-tenth of PCA freshmen, compared to one-quarter of the national group.

The final selection of PCA was based on the specific programs offered by two-thirds of the class and on the reputation of the college for 55%. Nationally, these reasons were cited for 33% and 40% respectively.

One-third of the class are attending PCA 105-500 miles away from home; one-quarter are within 11 to 50 miles of their permanent residence and one-fifth within ten miles of home. 83% of PCA freshmen graduated from high school the same year as college entrance; nationally 94% were 1971 graduates. 4% are veterans (2% nationally); 1.5% were married at matriculation (2% nationally).

Students raised in the Jewish faith comprise 27% of the entering class (3% nationally). Fewer are from Protestant faiths than in the national group, one-third compared to one-half nation-wide; or Roman Catholic, one-fourth compared to one-third. Nearly one-half declared no current religious preference, compared to 14% nationally; one-fourth prefer a religion "other" than Protestant, Catholic or Jewish. 90.5% are "white/Caucasian" and 8.6% black. National percentage are 89% and 9.4%. Three percent of PCA's transfers are black and three percent oriental.

Fathers of PCA freshmen are most frequently college graduates; only 15% did not complete high school. 14% of PCA fathers hold advanced degrees. About one-half of the mothers graduated from high school and one-fifth hold college degrees. They are slightly more highly educated in all comparisons than nationally. About one-third of the fathers are classified as businessmen, as is reported nationally. 11% are described as engineers, 11% as artists, 12% as skilled workers. One-quarter of the class estimate their parents' income at \$10,000 or below, two-fifths between \$10,000 and \$20,000 and 30% at more than \$20,000. In the national sampling, freshmen say one-third, one-half and one-fifth respectively.

Three-fourths of our freshmen expressed "some to great concern" about financing college, two-thirds nationally. For PCA freshman, principal sources of financial support for college are, in descending order: parental or family aid, scholarships and grants, loans, part-time or summer work.

PCA freshmen have slightly higher educational goals than the national sampling. One-half plan to continue to a postgraduate level, 43% expect the Bachelors degree to be their highest.

For the convenience of its students, PCA maintains a Student Residence located one block from the main campus building. We do not require students to live in the residence.

Enrolled upperclass students are given first option for available Student Residence accommodations. Remaining spaces are filled by new students. In the past few years, the residence has accommodated all but a few late students. However, we do not guarantee spaces and do not consider residence applications as an ingredient in the admissions decision. Reservations for the residence are sent upon receipt of the tuition deposit, and are filled in the order received.

Students who cannot be accommodated are responsible for acquiring their own housing. The Office of Student Affairs will advise and assist those who seek off-campus housing, but it does not inspect or guarantee an advertised listing.

Residence students live under the supervision of a Residence Administrator and upperclass students serve as advisors on each floor. In addition, students practice self-government through their council and judicial board.

The co-educational Student Residence features apartment-type (with kitchen and bath) accommodations. Freshmen may request double or triple accommodations when filing their residence reservation form.

PCA has budgeted in excess of \$250,000 in grant aid for the current college year. In addition to funding its own job program, the College participates in the National Defense Student Loan, College Work-Study and the Educational Opportunity Grant programs. PCA financial aid awards may consist of grant, NDSL loan, employment or any combination of these depending upon family circumstances and availability of aid resources. Jobs are assigned only to upperclass and new transfer students.

Our financial aid funds are limited and we can offer assistance to fewer than half of the freshmen applicants who demonstrate need. We urge you to investigate outside sources of grant and loan funds. All states have guaranteed student loan programs; information may be obtained from your local bank. Further, the following states offer grants, tenable out-of-state, to supplement loans: Connecticut, Massachusetts, New Jersey, Rhode Island and Vermont. Inquiry should be made to your high school guidance counselor or your state office of education.

College assistance is awarded for an academic year and, on application, may be renewed annually. Award amounts are determined by financial need only. Preference is given to applicants who demonstrate outstanding promise for success in PCA's curriculum. A student receiving aid must maintain at least a C average for renewal of aid.

PCA has no special application form for financial aid for entering students. Those wishing to file for aid who are twenty-two years of age or under must file the Parents Confidential Statement through the College Scholarship Service. Applicants twenty-three years of age or older should file the Student Financial Statement, including information regarding their parents financial situation (required - not optional). The Financial Aid Office reserves the right to exempt parental income if indicated. Receipt of one of the above forms, after processing by the College Scholarship Service, constitutes an application for aid.

Freshman and transfer applicants wishing consideration for aid should submit the appropriate form to the College Scholarship Service no later than December 1, 1972 for Phase I Admission Processing and no later than February 1, 1973 for Phase II Admission Processing. If the form is on file by the above deadline, the Financial Aid Office will attempt to notify applicants of decisions on their aid applications within three weeks of their offer of admission.

Students receiving awards from outside sources are obliged to notify the College of such aid. At no time can total assistance, including awards by outside sources, exceed the College's estimate of the applicant's financial requirements.

Scholastic Magazine Art Award

The College commits itself to two scholarships for winners of the National Scholastic Magazine Art Competition.

In keeping with our policy of awarding aid only to those who demonstrate need, we do not predetermine any fixed amount for these awards. Scholastic Magazine Competition winners must file the PCS or SFS with the College Scholarship Service. If there is need, the amount of the scholarship may range from \$200 to \$3,000 as determined by our analysis of the financial data.

Private art colleges do not occupy an affluent position in higher education, and we spend substantial sums on equipment and the maintenance of low faculty-student ratios so necessary for studio instruction. Being dependent primarily on tuition income, our cost increases for instruction and other college services necessitate rising tuition costs.

The table below is indicative of costs for the 1972-73 school year. We expect an increase in tuition for 1973-74; the exact amount will be announced in the spring. Wise financial planning will anticipate periodic increases in tuition at the very least equal to and occasionally greater than the cost of living expenses.

	Resident Student	Commuting Student
Tuition & General Fee*	\$2340	\$2340
Student Residence Apartment	776	
Board**	425	
Linen Service	35	
Art supplies & books	275-325	275-325
Commuting & lunch		325
* regardless of state residence ** estimate of board costs assumes the use of apartment kitchen facilities		
Estimated annual expenses: (including miscellaneous expenses)	• • \$3800-4200	\$3000-3300

Calendar

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First Semester 1972

New Student Registration
Freshman Orientation
First Semester begins
Late Registration
Last Day for Roster changes
(one-week drop/add period ends)
Yom Kippur (no classes)
Thanksgiving Vacation
Evaluation-Examination Week
Fall Term Ends

Tuesday, September 5
Tuesday & Wednesday, September 5-6
Thursday, September 7
Friday-Thursday, September 8-14
Friday, September 15

Monday, September 18
Thursday & Friday, November 23 & 24
Monday-Friday, December 18-22
Friday, December 22

Mid Year Intermission

Monday, December 25, 1972 to
Friday, January 19, 1973.

Second Semester 1973

New Student Registration
Second Semester begins
Late Registration
Last Day for Roster changes
(one-week drop/add period ends)
Spring Vacation
Evaluation-Examination Week
Spring term ends
Commencement

Friday, January 19
Monday, January 22
Tuesday-Monday, January 23-29
Tuesday, January 30

Wednesday-Tuesday, April 18 - April 24
Monday-Friday, May 21-25
Friday, May 25
Friday, June 1

Pre-College Program

To be announced

Summer Workshops

To be announced

Concerning the following:

Day College undergraduate,
summer workshops and Pre-College
Program admission

Graduate programs and admission

Evening programs and admission

Teacher Certification

Financial assistance and housing,
counseling, extracurricular activities
and student organizations

Readmission, return-degree candidacy,
College regulations, PAFA & UICA Mobility
programs

Registration, scheduling, recording,
transcripts

Write to:

Office of Admissions

Graduate Admissions Office

Evening Division Office

Art Education Department

Office of the Associate Dean of
Students

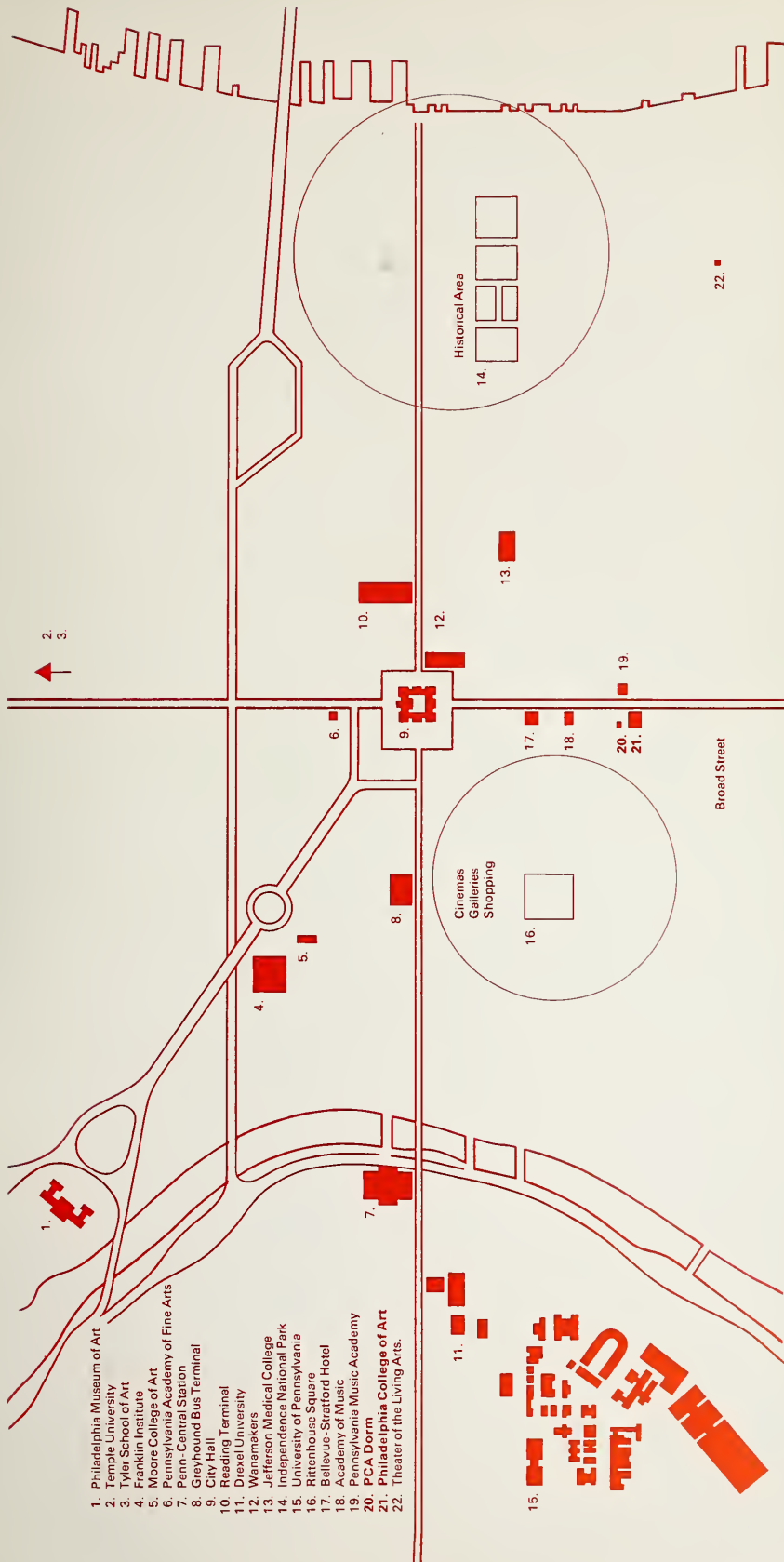
Office of the Dean of Students

Office of the Registrar

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1. Philadelphia Museum of Art
2. Temple University
3. Tyler School of Art
4. Franklin Institute
5. Moore College of Art
6. Pennsylvania Academy of Fine Arts
7. Penn - Central Station
8. Greyhound Bus Terminal
9. City Hall
10. Reading Terminal
11. Drexel University
12. Wanamakers
13. Jefferson Medical College
14. Independence National Park
15. University of Pennsylvania
16. Rittenhouse Square
17. Bellevue-Stratford Hotel
18. Academy of Music
19. Pennsylvania Music Academy
20. PCA Dorn
21. Philadelphia College of Art
22. Theater of the Living Arts.

11.

Historical Area

Cinemas
Galleries
Shopping

Broad Street

22.

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